

**Requirements and Supports for all Focus Schools  
2013/14**

Requirements for All Focus Schools	Supports/ Resources	Additional Supports for Title I Schools
Participate in the Superintendents' Dropout Challenge	<a href="https://www.michigan.gov/mde/0,1607,7-140-5235_53792---,00.html">https://www.michigan.gov/mde/0,1607,7-140-5235_53792---,00.html</a>	District Improvement Facilitator technical assistance
The district will conduct data dialogues with Focus Schools and identify the Teaching and Learning Priorities that are likely to close the gap	MiSchool Data <a href="https://www.mischooldata.org">https://www.mischooldata.org</a>	District Improvement Facilitator will model a process for district staff to use with Focus School staff using a reports from MiSchool Data
Post the identified Teaching and Learning Priorities in the Focus Diagnostics section on the AdvancEd website by November 25 to use in the revision of the School Improvement Plan	AdvancEd website <a href="http://advanc-ed.org/mde">http://advanc-ed.org/mde</a>	District Improvement Facilitator technical assistance
The district will hold its own professional dialogue about the system changes needed to support their Focus Schools in rapid change	Education Resource Strategies ResourceCheck Tool <a href="http://erstrategies.org/resources/details/resourcecheck_tool/">http://erstrategies.org/resources/details/resourcecheck_tool/</a>	District Improvement Facilitator will engage the district in a professional dialogue using this tool on the AdvancEd website
The district will implement the necessary actions to facilitate changes in support of Focus Schools	District Toolkit <a href="http://mitoolkit.org">http://mitoolkit.org</a>	District Improvement Facilitator technical assistance
Revise District Improvement Plan	MI CSI resources <a href="http://advanc-ed.org/mde">http://advanc-ed.org/mde</a>	District Improvement Facilitator technical assistance
The district will monitor and evaluate the Focus School's School Improvement Plan	MI CSI resources <a href="http://advanc-ed.org/mde">http://advanc-ed.org/mde</a>	District Improvement Facilitator technical assistance
The district will report to its local Board of Education quarterly on the progress of its Focus Schools		District Improvement Facilitator technical assistance

## 2013-2014 Focus School Requirements vs. 2012-2013 Requirements

Additional Requirements for Title I Focus Schools	
<b>The District will collaborate with the District Improvement Facilitator to create milestones of implementation progress that will be reported to MDE</b>	
2012-13 Title I Set-Asides	2013-14 Title I Set-Asides
<b>District Title I Obligations</b> (10% of the LEA Title I Allocation in the first year of identification, 15% in the second year of identification and 20% in the third and fourth years of identification.	<b>District Title I Obligation begins in Year 3 of a Focus School's identification (<i>All regular Title I rules apply when using set-asides</i>)</b> . The required district set-aside will be calculated as the sum of 10% of each non-improving focus School's previous year Title I budget, up to a maximum 10% district set-aside. During Year 4, the district set-aside increased to an additional 15% of each non-improving Focus School's previous year Title I budget up to a maximum of 15% district set-aside. If the proficiency levels of the Focus School's bottom 30% of students have improved as determined by MDE, this set-aside will not be required.
Transportation for students taking advantage of Public School Choice as outlined in Title I, Part A, Section 1116(b)(1)(D)-(required) <b>AND</b> in Years Two and beyond:	
<b>REQUIRED:</b> Contract with a District Improvement Facilitator from MDE or its designee in the second year and beyond of having a school(s) continuing to be identified as Focus Schools	
<b>2012-2013: After Public School Choice Option is met in Year One, a District may choose from the options below:</b>	<b>2013-14-In years 3 and 4, a District must choose one or both from the options below:</b>
<b>Option 1:</b> (any year) Provide a multi-tiered system of supports that includes scaffolded instruction for SWD and ELL students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.	<b>Option 1:</b> Provide a multi-tiered system of supports that includes scaffolded instruction for SWD and ELL students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.
<b>Option 2:</b> (any year) Professional learning on research-based interventions aligned to building's needs assessment.	<b>Option 2:</b> Professional learning on research-based interventions aligned to building's needs assessment.

2012-13 Title I Set-Asides	2013-14 Title I Set-Asides
<b>Building Level 10% Obligation</b>	<b>Building Level 10% Obligation beginning in Year 2 of identification (<i>All regular Title I rules apply when using set-asides</i>).</b>
<b>Select at least one of the options below:</b>	<b>Select at least one of the options below:</b>
<p><b>Option 1:</b> Professional development on implementation of multi-tiered system of supports and/or scaffolded instruction of students in lowest performing student groups</p> <p><b>Option 2:</b> Provide weekly/daily time for teacher collaboration</p> <p><b>Option 3:</b> Contract for the administration of Surveys of Enacted Curriculum</p> <p><b>Option 4:</b> Contract with the local ISD/ESA or MDE for a School Improvement Review, which will give the school an external perspective on processes that best support student achievement</p> <p><b>Option 5:</b> Professional learning about implementing the Essential Elements for teachers with MI-ACCESS students in the bottom 30%</p> <p><b>Option 6:</b> Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed</p>	<p><b>Option 1:</b> Professional development on implementation of multi-tiered system of supports and/or scaffolded instruction of students in lowest performing student groups</p> <p><b>Option 2:</b> Provide weekly/daily time for teacher collaboration</p> <p><b>Option 3:</b> Contract for the administration of Surveys of Enacted Curriculum</p> <p><b>Option 4:</b> Contract with the local ISD/ESA or MDE for a School Improvement Review, which will give the school an external perspective on processes that best support student achievement</p> <p><b>Option 5:</b> Professional learning about implementing the Essential Elements for teachers with MI-ACCESS students in the bottom 30%</p> <p><b>Option 6:</b> Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed</p>